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Comp 1 - Dr. Sherry

In this course, I was able to accomplish many goals through my writing. I’ve learned new techniques and expanded my writing skills by using different formats to illustrate my ideas and research. Throughout this semester, the multiple genres, papers, and various activities that I have done showcase my ability to accomplish the following course goals.

1. *Students will be able to compose for particular audiences and purposes.*

Before one begins the writing process, it’s essential to know why one is writing and to whom one will be addressing throughout the piece. Once the purpose and audience are identified, one will be able to connect the two so that the writing is appropriate for both the audience and purpose. Earlier in the semester, I wrote an essay about an interview that I conducted with my biology professor which demonstrates this goal. My purpose was clearly stated right from the start, since I informed the reader of what to expect throughout the paper in my thesis statement. Also, I summarized my professor’s answers from the interview so the audience was able to get a professional’s point of view about the purpose. Meanwhile, the audience was anyone who’s interested in learning more about the writing that happens in a typical science work field like a student who’s looking into entering this field. I was able to convey this in my work by focusing on the writing aspect of the science field.

*B. Students will be able to compose using language and conventions appropriate to genre.*

I focused on using my diary entry to show how I completed this goal since I used an appropriate voice to convey my message throughout this genre. For example, I wrote the entries as a mother concerned about her children’s health and the turmoil she’s facing while discovering two of her children have Long QT Syndrome. Throughout the various dates in the diary entry, I kept the language similar and wrote it in first person so the audience understood who the speaker was.

*C. Students will be able to read, select, and use evidence critically to formulate and support arguments.*

When researching my topic, I was able to use the FAQ-I sheets to record my research and keep it in an organized fashion for when I needed to incorporate it into a genre. These sheets made my research easily accessible so that the information fit with each of my various genres. Since the FAQ-I sheets have different columns that specify where to put the information, my thoughts, and my questions about my topic, it helped keep me organized with my research throughout this project.

*D. Students will be able to interpret and compose in a variety of media and print/non-print genres.*

Going into the project, I decided to use a brochure as one of my genres because I thought it would be easy; that wasn’t always the case. So with the help of C.R.A.P. (Contrast, Repetition, Alignment, Proximity), I was able to organize my brochure in an appealing but still professional way. For instance, I used different font sizes between my headings and explanations to distinguish the contrast. I used the same color scheme, same font, and consistent headings in order to develop repetition throughout my brochure. I made sure to keep my information aligned in order for the columns to look clean and neat. By arranging my information under headings and sub-headings, I was able to unify my information by organizing them in the close proximity.

*E. Students will be able to discuss and apply appropriate writing processes both individually and in collaborative contexts.*

Throughout the semester, our class has participated in various activities that gave us a chance to get feedback from our peers and even Dr. Sherry on our writings. In our peer review sessions, we would meet in small groups each Monday to provide each other with constructive criticism on how to improve our writing. Before each peer review session, each of us would write down what we specifically wanted help with. This made the sessions much more beneficial since we’d get feedback on the areas where we needed it most. Also we’d get feedback from Dr. Sherry about the purpose, audience, genre, and evidence throughout our papers. For example, in my diary entry, I focused on writing about the background information and the story but I still tried to add in emotional language. Dr. Sherry helped me realize that I either needed to add more emotional language or delete it because it sounded out of place and quite random surrounded by the other information. So when I went back to revise my diary entry, I took the comments that my peers and Dr. Sherry gave me and reconstructed my genre. I kept the background information and story but I added more emotional language in order to really convey the voice. These sessions were a valuable part of the writing process which gave me a new way to look at and improve my writing.